

# Toomelah Public School

## Annual Report



2018



3239

## Introduction

The Annual Report for **2018** is provided to the community of Toomelah as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Beach

Executive Principal (Acting)

## School contact details

Toomelah Public School

off Old Bruxner Hwy

Boggabilla, 2409

[www.toomelah-p.schools.nsw.edu.au](http://www.toomelah-p.schools.nsw.edu.au)

[toomelah-p.school@det.nsw.edu.au](mailto:toomelah-p.school@det.nsw.edu.au)

07 4676 2223

## School background

### School vision statement

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

### School context

Toomelah Public School is one of fifteen schools in the state that are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 35 students, all of whom are Aboriginal. The Connected Community strategy positions the school as a community hub. It broadens the influence of the community and school leadership, to play a part in the delivery of key services and supporting children and young people from birth through school and into further training, study and employment.

Toomelah Public School has a focus on wellbeing, community engagement and quality teaching and learning. Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer. In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect. The school is student-focussed and the provision of a diverse and innovative curriculum delivered through quality, evidenced based classroom teaching.

Our experienced, enthusiastic and motivated staff are highly trained and experienced professionals who work together to ensure they support each other, our students and our families.

TPS is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment, using the School Excellence Framework, and participation in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the Learning Domain, both our school Learning Culture and our work with Student Well-being were at the Sustaining and Growing stage. This means that further development is required. Measurement of student performance was an element which is being delivered effectively.

In the Teaching Domain, the External panel validated the school's work, which was found to be "delivering" in areas of classroom practice, use of data, professional standards, and learning and development.

In its comments, the External Validation panel generally evaluated the school's performance at a higher level than staff had, in their own internal assessments. Future directions will include on-going consultation with community, and a deepening of our understanding of evaluative practice and teaching staff's data analysis skills.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students during 2019.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

Learning: Self-motivated, engaged learners

### Purpose

Self-motivated, engaged learners.

Our purpose at Toomelah Public School is to develop students who are self-motivated learners, confident creative individuals with personal resources for future success and wellbeing.

### Overall summary of progress

Teachers worked hard to establish a stronger sense of self-motivation, and active promotion of student engagement. Emphasis was placed on learning for life, and the need to take individual responsibility for learning progress. Staff developed a future-focus in students, with reference to real-world learning, and taking life opportunities using the skills developed in school, particularly basic skills in literacy and numeracy.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| Literacy and Numeracy:<br><br>All students plotted on ACER Learning Progressions. Increase in the percentage of students demonstrating expected growth in literacy and numeracy. (One year's growth for one year's instruction) | \$5906   | Students in Stages One and Two have been plotted against the ACER Learning Progressions, allowing staff to monitor their progress during 2018. A majority of our students achieved average growth, but there were some whose learning was adversely affected by home instability and poor school attendance.  |
| 100% of students have co-developed with carers and teachers Personalised Learning Pathways utilising the MGOALS platform and can articulate where they are, where they are going and what they need to do to get there.         |  | This Improvement Measure has been carried over into 2019 as an urgent priority, with staff changes making it impossible to achieve this year.   |
| 80% of students in the Learning Centre show increased engagement evidenced by reduced behaviour issues and improved student outcomes.   | Teacher \$102000<br>SLSO \$38838<br>Resources \$16,450<br>Mentor \$10000<br>Total \$166838 | Our Learning Centre supported six children with high academic and attendance needs. Their adjusted curriculum placed emphasis on development of basic academic skills in reading and Maths, and integrated sport into a stimulating co-curricular program. Attitudinal improvements were noted during 2018, and a reduction in absenteeism referrals was noted. |
| 100% of students engage in Three Way Interviews with parents and carers.  |  | This target has been carried over to 2019, when electronic tracking of student goals will be made more accessible through technology improvements, and developing staff skills in negotiation.  |

### Next Steps

Staff training to support electronic tracking of student goals will be provided, through Mgoals program, completed during Term One 2019. Three-way interviews with parents will be conducted in Semester One 2019, with teaching staff to visit homes to review Personalised Learning Pathways with parents, and each student. Tracking of Stage Three students against Learning Progressions completed, so that mapping of all students will be possible.

## Strategic Direction 2

Teaching: Great Teachers Enable Great Learners

### Purpose

Great teachers enable great learners.

Our purpose at Toomelah Public School is to develop collaborative teachers who evaluate effectiveness of their teaching practice and who share responsibility for student improvement.

### Overall summary of progress

Collaboration and idea-sharing by teaching staff has been enhanced this year, through staff meeting opportunities to share productive ideas and successful techniques, and through shared observation of lessons during our "learning walks" program. There is a sense that we learn best from our colleagues, and their practical solutions to class situations, further informed by professional learning outside the school. Our professional development has targeted the school priority areas of formative assessment and direct feedback from colleagues.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| 100% of teachers show expert use of feedback and formative assessment that are observable in all contexts evidenced by classroom observations, work samples and teacher self-reflection data. | \$2400 Casual Relief          | Highly effective "classroom walks" program afforded all teachers opportunities to observe successful strategies on other classes.  |
| All teachers demonstrate research based best practice in planning and teaching.   |                               | Close cooperation between teaching staff and Poche Centre for Indigenous Health, and further professional learning in trauma-informed pedagogy, have elevated teaching standards.  |
| 100% of teachers use Restorative Practice, 10 Essential Microskills and Plan B to promote student's ability to regulate their own behaviour.  |                               | As part of our Positive Behaviour for Learning model, all staff have received training in the Ten Essential Microskills. The Restorative Practice target area has been deferred to 2019, when stable staff and intensive training will provide a better fit for this significant initiative. |

### Next Steps

Staff training in Positive Behaviour for Learning will entail professional learning related to students with Tier Two and Tier Three behavioural needs, and in more robust recording measures for behavioural observations.

A Staff Handbook/Orientation package, with a simplified PBL practice manual, will be prepared, to better align new staff with existing, consistent school practices.

Enhancement of the "learning walks" procedure, providing greater opportunities for professional peer observation in classroom operations, and more structured follow-up interviews.

More effective supervision of teachers' professional learning will further strengthen the school's focus on its strategic goals.

### Strategic Direction 3

Leading: Distributed Instructional Leadership

#### Purpose

Distributed Instructional Leadership

Our purpose at Toomelah Public School is to develop leaders who work with—in and beyond the school to develop a community of shared understanding that supports a culture of high expectations and continuous improvement.

#### Overall summary of progress

Progress has been made towards empowerment of school staff through closer allocation of administrative and educational responsibilities.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Embedded and explicit systems for focussed teacher/executive collaboration with in the school and across the local network and Connected Communities to analyse data, share best practice and collaboratively plan, implement and evaluate in targeted areas. | \$2000                        | Staff participation in Connected Communities professional development activities, and in targeted Professional Learning to support collaborative practice.  |
| Toomelah Public School is recognised as proactive and responsive to the needs of the community due effective engagement and partnerships. This is clearly evident in Tell Them For Me surveys and school satisfaction surveys.                                | \$1200                        | Surveys of community attitudes towards the school were conducted with students, teachers, and parent community members, yielding valuable data useful in shaping school responses.                                    |
| Targeted university partnership and research have resulted in differentiated strategies to meet identified student needs.   | \$1000                        | Poche Centre for Indigenous Health Dental Program has identified and successfully intervened in children's dental hygiene, resulting in greatly improved oral health, and trauma-informed practices of story-telling. |
| Sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework V2.   |                               | Further staff professional learning took place in Positive Behaviour for Learning, particularly around recognition of appropriate behaviours.   |

#### Next Steps

Staff learning around narrative writing program, supported by Poche Foundation for Indigenous Health funding. Engagement with community elders to make effective use of their story-telling and yarning techniques, as exemplars of effective narrative use.

Analysis of Tell Them From Me data to assess student and community perceptions of school efficacy.

Preparation of revised teacher handbook, containing clarification of staff responsibilities, and implementation of Positive Behaviour for Learning skills required for whole-school approach, particularly efficient data-collection.

| Key Initiatives                                     | Resources (annual) | Impact achieved this year   |
|---|--------------------|---|
| <b>Aboriginal background loading</b>                | \$128443           | Focus on development of knowledge and cultural pride, through language lessons, and cultural awareness. All students enjoyed weekly lessons in Gamilaraa language, using local elders as reference people. Morning assemblies were also conducted using lingo, and students were immersed in their cultural heritage through excursions to Boobera Lagoon, a sacred place for the Toomelah community. The local language program is a flagship for Toomelah School, and attracts strong interest from other indigenous schools and communities in the Connected Communities program.  |
| <b>Low level adjustment for disability</b>          | \$58693            | Our Learning Centre provided effective pedagogical support for the small number of students requiring more intense intervention in literacy and Maths development. This class enjoyed the support of an indigenous SLSO, and developed a focused approach to learning, using physical exercise as a central element in maintaining on-task behaviour.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$6559             | Staff development of classroom skills was enhanced by "learning walks", which provided opportunities for observation of other classes in operation, and provided Executive with effective supervision of Professional Development Plans, and alignment of each teacher's professional goals with the school's strategic planning.   |
| <b>Socio-economic background</b>                    | \$95750            | <p>Breakfast Club was provided for all students each morning, ensuring that they start each school day with a healthy nutritious breakfast. Breakfast Club is used by 90% of students. Lunches are also provided if necessary, and the school pursues a "healthy canteen" policy, and is a participant in the "Crunch and Sip" program, promoted by Hunter New England Health.</p> <p>The school also maintained a full Uniform Pool, including shoes, for students without appropriate clothing.</p> <p>Through the Poche Centre for Indigenous Health, for the sixth consecutive year the school conducted a Dental Hygiene Program, resulting in a dramatic drop in dental problems.</p> |
| <b>Support for beginning teachers</b>               |                    | No staff were beginning teachers during 2018, and no school funds were allocated for this program.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 22         | 22   | 15   | 16   |
| Girls    | 17         | 19   | 17   | 20   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 81.1 | 87.4 | 87.5 | 87.3 |
| 1         | 89   | 88   | 87.5 | 85   |
| 2         | 89.6 | 87.6 | 89.8 | 81.2 |
| 3         | 88.7 | 88.4 | 88.3 | 87.2 |
| 4         | 95.1 | 97   | 88.3 | 93.6 |
| 5         | 89.5 | 94.8 | 92.7 | 94.9 |
| 6         | 76.5 | 89   | 90.9 | 89.3 |
| All Years | 86.8 | 90   | 89.3 | 87.6 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

Attendance at school is managed by community intervention by our Aboriginal Education Officers, who make home visits to investigate absences, and encourage punctual arrival at school. With our critical morning session of an uninterrupted 150 minutes, and its concentration on literacy and maths, emphasis is placed on early arrival at school, participation in before-school sports, and breakfast club, students are expected to be in class on-time, having eaten well and exercised before school.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Classroom Teacher(s)                    | 2.42 |
| Teacher of Reading Recovery             | 0.21 |
| Learning and Support Teacher(s)         | 0.4  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 1.9  |
| Other Positions                         | 1    |

\*Full Time Equivalent

Toomelah Public School employs six Aboriginal staff, each playing a key role in supporting the education of our students. These staff include a Leader Community Engagement, and Student Learning Support Officers (SLSO role). Our Aboriginal language program is also supported by local people, whose linguistic expertise is highly valued. Employment of local community members is a feature of the Connected Communities schools in New South Wales.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

### Professional learning and teacher accreditation

All teachers at Toomelah Public School are accredited through the New South Wales Standards Accreditation Authority.

Our professional learning in 2018 centred around our school priorities in the areas of Leading, Teaching, and Learning, and aligned with key outcomes of our school's Strategic Plan 2016–2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 458,568                 |
| <b>Revenue</b>                        | 1,959,091               |
| Appropriation                         | 1,792,516               |
| Sale of Goods and Services            | 335                     |
| Grants and Contributions              | 161,097                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 192                     |
| Investment Income                     | 4,952                   |
| <b>Expenses</b>                       | -1,846,428              |
| Recurrent Expenses                    | -1,846,428              |
| Employee Related                      | -1,564,972              |
| Operating Expenses                    | -281,456                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 112,663                 |
| <b>Balance Carried Forward</b>        | 571,232                 |

Prudent financial management systems are in place, and our systems are subject to frequent audit processes. Since the school is in an extremely isolated position, our staff manage three vehicles, necessary for transport to and from school for students, and for student transport to medical appointments. Monies carried forward from 2018 are set aside for future vehicle fleet renewal, given that two of our fleet are at the end of their lives.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 440,090                 |
| Base Per Capita       | 6,188                   |
| Base Location         | 37,870                  |
| Other Base            | 396,032                 |
| <b>Equity Total</b>   | 282,886                 |
| Equity Aboriginal     | 128,443                 |
| Equity Socio economic | 95,750                  |
| Equity Language       | 0                       |
| Equity Disability     | 58,693                  |
| <b>Targeted Total</b> | 38,647                  |
| <b>Other Total</b>    | 437,400                 |
| <b>Grand Total</b>    | 1,199,023               |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Cohort sizes for all NAPLAN tests were too small to warrant individual reporting. Generally, NAPLAN results in Literacy at TPS were lower than state averages, though only five students sat for the tests in writing, language conventions, and reading. Results therefore were not statistically significant, and supervising teachers reported that some students simply gave up, and guessed their responses.

Cohort sizes for all NAPLAN tests were too small to warrant individual reporting. Generally, NAPLAN results in Literacy at TPS were lower than state averages, though only five students sat for the tests in writing, language conventions, and reading. Results therefore were not statistically significant, and supervising teachers reported that some students simply gave up, and guessed their responses.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school does not have ten or more students in a NAPLAN cohort.

## Parent/caregiver, student, teacher satisfaction

Students, staff and community members completed the Tell Them From Me surveys during 2018. In their survey, students were positive about their year at TPS. More than 80% indicated that they felt a sense of belonging at school, 100% responded that they were motivated at school, but only 40% indicated that their behaviour at school was always appropriate.

Thirty-two parents and community members completed the survey, with responses generally more positive than mean scores in New South Wales. An area requiring attention is the provision of up-to-date information to parents about what is happening at the school, following comments by some that they were ill-informed.

Staff responses were generally in-line with other teachers in like schools, but teachers felt that they needed further strengthening in working cooperatively with other teachers in developing cross-curricular or common learning opportunities, and in professional dialogue around personal learning goals (PDPs) with other teachers. All scored very highly in their belief in setting high performance expectations for students, across all stages.

## Policy requirements

### Aboriginal education

With 100% Aboriginal enrolment, and its role as a Connected Community school, Toomelah School delivers all aspects of the curriculum with a strong indigenous focus. Our flagship program is our Aboriginal language program, delivered to all students in formal lessons each week. This operates under a skilled teacher, assisted by a community elder who is an Aboriginal Education Officer. Aboriginal culture is emphasised, and through significant celebrations throughout the year, our links with our indigenous community are reinforced, at NAIDOC Week, Sorry

Day, Closing the Gap Day, and cultural trips to Boobera Lagoon, a sacred place for Toomelah people. A strong Aboriginal dance program is conducted for all classes, leading to performances for our community.

A key role for the school is as a focus for our small isolated community, and efforts are made to welcome the community, through special celebration days, through an active transition to school program from four-year olds, and through biennial parent/teacher/student interviews. A community reference group guides staff in decision-making in planning school improvements. Communication with our community is primarily through Facebook, and through written communications.

### Multicultural and anti-racism education

Students at TPS participate in Harmony Day activities with Boggabilla Central School, and a multi-cultural perspective of acceptance is developed in the school. A very strong anti-racism perspective is integrated into our lessons at all levels.

### Other school programs

#### The Learning Centre

The Learning Centre is an educational initiative developed and funded by the Aboriginal Education Committee (AEC). The main goal for our LC throughout 2018 has been **student engagement**. The Centre was based on activities (aligned with the curriculum) to encourage students to engage in learning in various ways other than in-class/sitting at their desk scenarios. Literacy and Numeracy Groups have enhanced our student engagement and learning as they are participated in small group tuitions, focusing on individual student requirements. The Learning Centre's SLSO has had a positive input into the program as his skills and student mentoring was implemented within the program, including Literacy and Numeracy Group rotations and the Afternoon Program. The Afternoon Program activities included grocery shopping, gardening, family picnics, activities coordinated by the PCYC and cooking. A routine/structured day and the reward system have played a significant role in the Learning Centre, focusing on positive choices/behaviour and student achievement. Mindfulness in the morning and after recess allows the students to adjust their mindset ready for learning. "Play is the Way" each morning is aimed at developing the student's social skills with each other and allows them to play with toys, enhancing role play. "Reward Time" before recess is based on completion of their work and positive behaviour.

Student learning has been personalised by targeting their academic needs especially in Literacy and Maths through small Group rotations. This has been made possible by having a limited number (6 max) of students in the Learning Centre at one time. Developing a strong (trust) relationship with each student and the parents has contributed to the success

of the Learning Centre. Also having a strong connection with Buddy Hippi (Culture Educator) has enhanced cultural support and engagement. The success of the learning Centre has been fundamental to the learning Centre Coordinator, who has the ability to be an agent for change through a flexible, broad minded and individual approach to student needs. This has allowed all students who had the commonality in 2017 of finding it very difficult to last a full day at school to find increased success day to day. Full day attendance of these students has shown a dramatic improvement during 2018.

The following roles and responsibilities as the Learning Centre Coordinator has contributed to the success of the Learning Centre:

- Understanding and ensuring that student wellbeing is in place before education ~ reading /knowing student mindset before school, mindfulness activities, focusing on positive behaviour, ensuring that fruit is readily available and "Play is the way" have been the key features that has enhanced student wellbeing
- Engage student learning by focusing on their interests
- Integrating their interests into the curriculum such as sport, family outings and outdoor activities as well as involving local community agencies such as the PCYC
- Implementing small group rotations during Guided Reading and Writing, and Maths Groups where students' individual literacy and Numeracy needs are targeted ~ these groups have been a huge success as student growth is evident in all aspects
- Ongoing communication with parents on student success

The Learning Centre has had a profound effort on the day to day success of all teaching and learning programmes within the school. With the individual needs of the Learning Centre students being met this has allowed smaller class sizes within the school where uninterrupted learning blocks can truly be maintained. Data indicates that negative behavioural issues overall have decreased and the school motto of "respect, pride and safety" is starting to be embedded day to day.

## Sport Report

Throughout 2018 students from Toomelah Public School represented their school, community and culture in various sporting events such as the Swim School and Water Safety Program, Swimming, Athletics and Cross Country carnivals, the Premier's Sporting Challenge, Milo T20 Blast Cricket School Cup, NSW Country Rugby Union clinic and Golf.

## Swimming

To start the year off Toomelah Public School and Boggabilla Central School held a combined twilight Swimming Carnival. The afternoon saw competitors and spectators enjoying a very successful carnival. Following on, all our students took part in the Macintyre Swimming Carnival. Each student participated in their

event with pride and enthusiasm. Our students received a lot of positive praise for their participation, sportsmanship and behaviour throughout the carnival. As a result, from this carnival, students went on to represent Toomelah Public School at the McKechnie Shield in Moree. Emma Hinch and Amarli McGrady then qualified for the Regional Swimming Carnival.

During Term 1 and Term 4 Kinder to Year 6 took part in the Swim School and Water Safety program. The program was held at the Goondiwindi Town Pool. The students were guided by qualified swim school instructors, employed by the school. The group sessions consisted of various activities such as improving the students' confidence in the water, learning and developing new strokes and stroke correction and water safety.

## Cross Country

In early Term Two Toomelah Public School held their annual Cross Country. Students ran/walked the track in and around Toomelah. It was great to see the community out and about cheering on our students.

Students from year 2 to Year 6 travelled to Tullooona Public School to participate in the Macintyre (Small Schools) Cross Country. The students performed well with plenty of support and cheering from their peers. Students went on to represent Toomelah Public School in the Zone Cross Country which was held in North Star.

## Athletics

Toomelah Public School Athletics Carnival held their annual Athletics Carnival on the school oval. Students from Kindergarten to Year 6 competed in track and field events. The day was a huge success. Thank you to our parents and community members for your support throughout the day. Thank you to Poppy Glen and Uncle Big for marking the oval.

Students then travelled to Boggabilla Central School to participate in the Macintyre Small Schools carnival. From there students qualified to participate in the Zone Heferen Shield in Moree.

## Premier's Sporting Challenge

The Premier's Sporting Challenge is a program run every year in conjunction with the NSW Government and the Department of Education and Communities. It is a ten week program where staff and students throughout NSW register and participate in extra physical activities at home or at school.

Our students were registered in the program which ran throughout Term 3 and 4. The extra activities included activities sport lessons, exercising, walking and riding bikes. Participation in the activities was recorded and entered in the programs computer system.

## Milo T20 Blast Cricket School Cup

Years 3, 4, 5, & 6 students travelled to Yetman Sports

Ground to participate in the annual Milo 20 Blast Cricket School Cup. The students were divided into teams with a cohort of other students from the Macintyre School Schools Cluster. Every student enjoyed themselves learning, practising and developing their cricket skills. It was a very successful day.

### **NSW Rugby Union**

Two coaches from NSW Rugby Union visited our school to run a whole day session with all our students. The aim of the day was to introduce and develop ball handling, kicking and basic Rugby Union skills for our students. This was achieved through various games and skills-based exercises. The students had a fantastic day. The program was funded by the NSW Sporting Schools program.

### **Golf**

Years 3, 4, 5 & 6 had the opportunity to participate in a series of golf lessons throughout Term 4. The Goondiwindi Golf Professional Nicky taught our students the basic skills of golf. Each student was given their own golf club and several golf balls to practise their swing and striking of the ball. Sarah from the Goondiwindi PCYC also joined us and brought along some modified golf equipment. This enabled the students to engage in games targeting accuracy and putting. The final session saw the students play a game of golf on hole 17. The students really enjoyed their time learning about golf. We have a couple of budding future golfers in the midst. Again this important initiative was funded by the NSW Sporting Schools program.

In conclusion I feel that it is important to reiterate that every time our students from Toomelah Public School attends ANY sporting event, staff and parents from surrounding schools always comment and congratulate us on our students positive and well-mannered behaviour. We are extremely proud of our students and Toomelah Public School.